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Curriculum Overviews Autumn 2026 Year 10W			
Subject	**English**	Teacher: **Mrs Forbes**	
Course specification	**AQA GCSE English and English Literature** **GCSE English Language** **GCSE English Literature**		
Termly units of study	• We will be reading and watching ***An Inspector Calls*** by J B Priestley and ***A Christmas Carol*** by Charles Dickens. • We will be looking at the social and historical context of both texts, character, setting and narrative. • We will explore how texts present a writer's viewpoint. • We will be looking at how both writers use language to create different effects and spend time developing a personal and convincing response to the texts. • We will also develop the ability to use evidence from the texts to support a personal point of view. • Tasks will include using visual images to support learning and if appropriate students will also be introduced some examination practice using the texts. • Both texts will also be used as the basis for creative writing in order to prepare for the English language examination as well as encouraging students to write longer personal responses to literature.		
Suggestions for Parental Support at home	• Talk to your daughter about her targets and what she is doing in order to make progress, ask her what she has learned in lessons. • Ask her summarise what she has learned. • Discuss word choices and how they often make a picture in your head and how different words make the reader feel. • Talk to your daughter about her personal response to her current reading book. • Try to make sure that your daughter reads every day as this is a really useful way to build creative writing ideas and skills. • Encourage your daughter to make detailed references to what she is reading in order to back up her ideas or when she is expressing a point of view. • Please feel free to email regarding homework or with any other learning ideas you think may benefit your daughter or if you have any concerns regarding her work in English.		
Keywords	theme explore	setting clues	text gender

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	explain	example	status
	personal opinion	social and historical context	poetry
	character	Victorian	prose
	plot	Edwardian	letter
	language	authority	diary
	structure	social class	opinion
	play	socialism	fact
	novel	dramatic irony	broadsheet
	poverty	viewpoint	tabloid
	analysis	interpretation	older and younger generation
	symbolism	moral	

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Subject	**English**	Teacher: **Mrs Simpson**
Course specification	Pearson GCSE English Language 2.0 GCSE English 2.0 Pearson Functional Skills English Functional Skills	
Termly units of study	**An Inspector Calls (Play)** • Use reading strategies: predict, summarise, clarify, question. • Understand the context of a text and how this affects our understanding. (Edwardian period) • Using a dictionary independently and alphabetical order. • Recognising correct and incorrect spellings. • Comprehension. • Extracting key information from a text. • Understanding different forms of writing and how these differ. • Compound sentences. • Using sentence demarcation correctly and consistently. • Writing in different forms. • Considering choices that the writer makes and explaining ideas around this. **Stone Cold (Novel)** • Focusing on the topic of Homelessness • Reading and responding to a range of non-fiction texts. • Comprehension skills • Use reading strategies: predict, summarise, clarify, question. • Using a dictionary independently and alphabetical order. • Extracting key information from a text • Compound sentences. • Using sentence demarcation correctly and consistently. • Writing in different forms. • Connectives/conjunctions. Analysing a writer's choice of language.	

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Suggestions for Parental Support at home	• Encourage your child to talk about the texts. Explaining the plot, characters, setting etc. will help to consolidate learning • Encourage your child to research around the text and the play independently, either online or by asking family members • Encourage your child to read on a daily basis and do ask questions about what they have read. • Encourage your child to express a personal viewpoint on a wide range of topics (particularly those of class and homelessness for these texts) • Encourage your child to explain new vocabulary they have learnt in this topic. • Encourage your child to read non-fiction as well as fiction, particularly reviews and advertising. • When reading a text at home, ask if they can tell you 2/3 things about what they have read. • Practice using a dictionary at home to look up words that they don't know. • Encourage writing in full sentences and checking key punctuation such as capital letters and full stops.		
Keywords	prediction character theme analysis symbol	symbolism personal response form live theatre conventions	summary terminology mood tone of voice improvisation

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Subject	**Maths**	Teacher: **Mr McMillan**
Course specification	OCR GCSE Mathematics Pearson Functional Skills Maths	
Termly units of study	GCSE • Calculations • Expressions • Angles and polygons • Handling data • Fractions, decimals and percentages Functional Skills Maths • Place value • Calculations • Fractions, Decimals and Percentages • Sequences • Money & Time	
Suggestions for Parental Support at home	• Practice using a calculator • Look for tasks at home which require numbers or numerical knowledge or calculations. • When cooking and baking, get your daughter involved in reading the instructions, following recipes, weighing and measuring out ingredients. • Involve your daughter in household food shopping to practice reading food labels, comparing brands and prices, and finding the best deals. • Pose problems around travel situations. • Make sure your daughter can tell the time by reading both analogue and digital clocks. • Play maths games at home – e.g. dominoes, chess, cards and memory games.	
Keywords	digit place value negative estimate	outlier expression equation formula	improper fraction terminating recurring acute obtuse reflex

	rounding significant figure population sample survey frequency table mean/median/mode	substitute expand factorise highest common factor numerator denominator mixed number	alternate corresponding polygon congruent similar

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Subject	**Biology**	Teacher: **Mrs Dixon**
Course specification	Edexcel GCSE Biology GCSE Biology	
Termly units of study	**Key Concepts in Biology – Unit 1** • Microscopes • Specialised cells • Inside Bacteria • Enzymes and nutrition • Core-practical: Testing foods • Enzyme activity • Core-practical: pH and enzymes • Transporting substances • Core-practical: Osmosis and potatoes **Cells and Control – Unit 2** • Mitosis • Growth in animals • Growth in plants • Stem cells • The brain • Brain and spinal cord problems • The nervous system • The eye • Neurotransmission speeds	
Suggestions for Parental Support at home	• Talk to your daughter about her targets and her progress. • Help your daughter to study and revise by testing her on keywords and getting her to explain processes to you. • Encourage your daughter to use the Revision Guide and Workbook provided to support revision and compound knowledge. • Encourage your daughter to read popular science books or magazines and discuss them with her. • Talk about science-based stories in the news.	

	• Visit science-related places of interest and museums.		
Keywords	magnification field of view adaptations haploid diploid prokaryotic enzymes lock and key model denatured biuret test	ethanol emulsion test benedict's test calorimeter diffusion and active transport concentration gradient active site catalyst iodine solution mitosis and meiosis differentiation	meristems elongation root hair cells xylem stem cells neurons cerebral cortex cerebellum medulla oblongata

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Subject	**Health and Social Care**	Teacher: **Mrs Chippington**
Course specification	BTEC Tech Award Level 1/2 Health and Social Care	
Termly units of study	**Component 1: Human lifespan and development** • Main life stages • Physical development • Intellectual development • Emotional development • Social development • Factors affecting growth & development	
Suggestions for Parental Support at home	• Watch documentaries about e.g. children's hospitals, care homes, living on benefits, etc. also serials such as Casualty, talking with your daughter about how e.g. self-esteem may be affected by the illness/incident that has happened, how a poor diet may lead to obesity, this may then affect self-esteem and consequently employment prospects. • If you have any friends or relatives who access health or social care services talk about this with your daughter. find out about the support given and why it is needed. is the support voluntary or do they have to pay for it? • Talk about the careers that are available in the health and social care sector. if you have family or friends working in this sector ask them to talk to your daughter about their role. • Discuss life events that have happened in your family, e.g. moving house, redundancy, the arrival of a sibling, divorce, serious accident or illness, and how has that impacted on members of the family physically, intellectually, emotionally and socially. • If you spend time with pre-school children, point out to your daughter the skills they are developing, e.g. walking, using cutlery, putting shoes on, holding a pencil, etc.	
Keywords	characteristic life stage infancy early childhood adolescence early adulthood middle adulthood older adulthood growth development	gross motor development fine motor development milestones primary sexual characteristics secondary sexual characteristics menopause oestrogen stamina lifestyle cognitive development	formal/informal relationships friendships intimate relationships inherited conditions mental ill health sensory impairment social inclusion and exclusion discrimination bullying cultural factors

	physical development intellectual development emotional development social development	contentment self esteem self-image attachment	environmental factors economic factors

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Subject	**Art**	Teacher: **Miss Grant**
Course specification	**AQA GCSE Art and Design (Fine Art)** **GCSE Art and Design**	
Termly units of study	Students will develop a personal project from a choice of starting points (Our world, Time, Concealment, Narrative). They will select a range of source images and explore these using appropriate materials. Students will record their ideas through drawing and annotation, and develop individual work from the starting point. • Understanding the structure of the GCSE course • Drawing for different purposes • Observational and investigative drawing • Recording insights through relevant annotation • Exploring materials and creating experimental work • Researching appropriate images. • Selecting appropriate artists and researching their work and ideas • Using photography to observe and record. • Organising work in a suitable format (sketchbook or mounted sheets) • Developing visual literacy	

Suggestions for Parental Support at home	• Discussing ideas for the project and finding relevant inspirational images.
	• Observational drawing and copying images will build skills regardless of the subject matter (If the subject matter is relevant that is excellent but **any** drawing practice is beneficial).
	• Promote good drawing practice by:
	  ○ Using a sharp pencil
	  ○ Including as much detail as possible
	  ○ Using shading
	  ○ Using contrast
	• Take time to look chat about ideas and images.
	• Own photos that are relevant to the selected project will contribute to the coursework so provide opportunities for this at home if possible. Photos should be put on a Word or PowerPoint document and emailed to miss.grant@limpsfield-grange.co.uk.	

Keywords	assessment objectives recording	tonal range blending	form detail

	observing analysis appropriate	directional mark-making relevant experimental	critical understanding purposeful process

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Subject	**Religious Studies**	Teacher: **Mrs Wells**
Course specification	**AQA Religious Studies A - Christianity and Islam** **GCSE Religious Studies**	
Termly units of study	**Christian beliefs and teachings about Jesus, including;** • the incarnation and Jesus as the Son of God • the crucifixion, resurrection and ascension • sin, including original sin • the means of salvation, including law, grace and Spirit • the role of Christ in salvation including the idea of atonement. • Christian beliefs in the afterlife **Religion and life** • The origins and value of the universe • The origins of the universe, including: • religious teachings about the origins of the universe, and different interpretations of these • the relationship between scientific views, such as the Big Bang theory, and religious views. • The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder. • The use and abuse of the environment, including the use of natural resources, pollution. • The use and abuse of animals, including, animal experimentation, the use of animals for food.	
Suggestions for Parental Support at home	• Encourage you daughter to read the news and discuss current affairs that relate to the environment, including pollution and net zero. • Use the text book to test your daughter on the current topic. • Support your daughter to learn the key words for homework which will be tested regularly in class. • Use YouTube clips linked to the exam board, they often give short clear explanation of the topics. Our exam board is AQA. • Encourage your daughter to use Seneca to revise key information. (They have been set up with an account in class and should know how to access the resources.) • https://request.org.uk/ is a great resource for the Christian part of the course, watch videos on here about the topics covered in class. • Visit BBC Bitesize.	
Keywords	apostles	disciple Holy Spirit

	atonement	Fall (The)	immanent
	Bible	forgiveness	King
	Christ	Garden of Eden	Messiah
	creation	gospel	

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Subject	**Duke of Edinburgh**	Staff lead: **Mrs Salter**
Termly units of study	**Physical section** – Canoeing at Thames Young Mariners. They will attend every other Wednesday. On alternate Wednesdays, students will work on completing their Skills and Volunteering sections at High Ashurst. **Skills section** – 'Living Outdoors' will focus on developing their understanding of what a human needs to survive when living outdoors, including shelter (both handmade natural material shelters and tents), warmth (appropriate clothing), food (balanced menus, safely cooking on fires and stoves, health & hygiene) and water (appropriate hydration levels and water sources). They will also develop their teamwork, social skills, timekeeping and independence. **Volunteering section** – 'Site Development' on alternate weeks at High Ashurst during the Autumn term. The focus will be on developing their DIY skills, including using hand and power tools, through projects such as building a dead hedge fence along the edge of the archery overshoot area and planting trees along the new fence line at the coach house. **Expedition section** – the group will do a canoeing expedition. This will involve two days of canoeing and one night of camping. The group will also undertake a shorter 'practice' expedition where they will travel to High Ashurst after school, this will give them the opportunity to be guided through the timings and events of the overnight section of their expedition before they are required to do it independently on their final expedition in order to achieve their award. Students must arrive at school in appropriate clothing. It must be hardwearing as it will undoubtedly get dirty. Students will be outside in all weathers throughout the year. They must wear and bring the following: • Trousers/ leggings (long shorts in warmer weather), a T-shirt and a sweatshirt. • Trainers (walking/hiking boots and thick socks for winter) plus a spare pair of clean shoes to change into and a bag for the dirty shoes. • Lightweight waterproof coat which zips up/closes properly, and with a hood. • A filled water bottle. • A packed lunch (this will be provided for students who normally have a school lunch). • On days that they are canoeing, students should wear a swimming costume underneath their clothes and wear clothes and shoes that they do not mind getting wet. They must also bring a spare set of clothing, including a pair of shoes and a towel. Long hair must be tied back and jewellery is not allowed. Mobile phones and other electronic devices are not taken to the SOLD site and will be stored safely at school.	

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Subject	PE	Teacher: **Miss Kenyon**

Termly units of study	**Autumn 1 - Hand-eye co-ordination** (through varied sports and activities)
	
	• Warm-ups
	• Development of static skills
	  ○ Throwing
	  ○ Catching
	  ○ Controlling the ball
	• Movement and agility
	  ○ Catching on the move
	  ○ Passing on the move
	• Competition and performance
	  ○ Small-sided conditioned games
	• Communication and leadership
	  ○ Through drills and gameplay
	• Practice games
	  ○ Competition and refinement of skills
	• Competition/performance
	  ○ Gameplay and tournaments
	
	Autumn 2 -Balance and flexibility (Stability skills) (Through varied sports and activities)
	
	• Development of static skills
	  ○ Balances
	• Movement and agility
	  ○ Ways to travel
	• Competition and performance
	  ○ Developing routines
	• Communication and leadership
	  ○ Through pair and group work
	• Practice games
	  ○ Development of routines	

	• Competition/ performance ○ Final routines **Continuous focus throughout the year on;** • Warmups • Cooldowns • Types of fitness • Heart rate • Teamwork • Leadership • Choice • Challenge • Self-assessment • Refinement • Personal best
Suggestions for Parental Support at home	• Ensure students have full PE kit, hair band, water bottle, appropriate trainers and deodorant on their PE day. • On the evening of PE day (Wednesday), encourage them to do some different stretches to ease potential muscle soreness. • Encourage students to be active over the weekend/ evenings. • Encourage a healthy lifestyle. • Encourage them to watch sporting events live/ on TV/ on YouTube. Particularly of women in sport. • Try to get outside once a day, either to walk, or exercise.
Keywords	over arm under arm accuracy control cushioning space indicate movement core strength stability extension tension

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Subject	**WACI**	Teacher: **Mrs Janaway**
Termly units of study	• Health & Prevention – breast examination • Careers meetings with Innervate Careers Advisor • Careers • Protected characteristics • Human rights • Communication skills	
Suggestions for Parental Support at home	• Use the 'Home' strand on the independence framework to identify skills that your daughter needs to develop. • Encourage your daughter to take responsibility for emailing her subject teacher for advice about completing homework. • Encourage your daughter to plan, shop for and cook a family meal. • Discuss current news stories about protected characteristics and/or human rights. • Look at the Coppafeel website - CoppaFeel! | Check Your Chest | Breast Cancer Awareness Charity	
Keywords	Coppafeel self-examination post 16 pathways A levels Vocational courses T levels apprenticeship application reference referee covering letter	supporting statement personal statement digital footprint cybervetting redundancy dismissal Discrimination Equality Act 2010 European Convention of Human Rights right to life prohibition of torture	prohibition of slavery and forced labour right to liberty and security right to a fair trial freedom of thought, conscience and religion freedom of expression assertiveness feedback

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Subject	**Animal Care** **BTEC Tech Award Level 1 and 2** **Animal Care (2022) | BTEC Tech Award | Pearson qualifications**	Teacher: **Mrs Smart**
Termly units of study	**Component 1** In Component 1, students learn how to handle animals safely and appropriately while considering animal welfare, behaviour and health and safety requirements. They develop practical skills that are essential for further study and careers within the animal care industry. • Learn how to approach, catch, restrain and handle a range of animals safely and confidently. • Understand how animal behaviour and body language can affect handling techniques. • Develop practical skills for handling animals in ways that reduce stress and promote welfare. • Learn how to identify potential risks and follow health and safety procedures when working with animals. • Understand the importance of animal welfare and how correct handling supports animals' physical and emotional wellbeing.	
Suggestions for Parental Support at home	• Ask your child to explain the correct handling techniques for different animal species. • Encourage them to revise key terminology using flashcards or quizzes. • Watch animal care programmes or documentaries together and discuss handling and welfare practices. • Visit farms, pet shops, zoos or rescue centres to observe animal behaviour and welfare standards. • Help your child create a regular revision timetable before assessments. • Encourage responsible interactions with family pets while discussing safe handling and welfare needs.	
Keywords	handling restraint welfare behaviour body language stress enrichment	enrichment health and safety risk assessment environment observation species domestic	livestock companion animal approach capture transport wellbeing temperament